Grindon Infant School Year 1 English Medium Term Planning

Autumn 2-Stick Man

Fiction	***Non-Fiction***
Narrative-Stick Man	***Instructions***
Tell a basic 3-part story about a central character e.g. Stick Man. **Links to Writing Assessment Key Performance Indicators** • Use predictable and repeated phrases in own writing drawn from reading and role-play. • Describe a character using simple adjectives. • Write sentences to match pictures, or sequences of pictures, illustrating personal experience. • Write sentences sometimes demarcated accurately with full stops. • Begin to separate words with spaces. • Begin to use capital letters for the beginning of sentences and for names. • Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible. • Spell correctly common exception words taught so far. • Makes phonetically plausible attempts to spell words that have not been learnt, applying known sounds. • Form many lower-case letters in the correct direction, starting and finishing in the right place. **Links to Reading Assessment Key Performance Indicators** • Read yellow banded books with 90% accuracy without overt sounding out. • Automatic recognition of high frequency words taught so far. • Use phase 2, phase 3 and phase 4 phonic knowledge to read words in ways which match their spoken sounds. • Makes phonetically plausible attempts to read words that have not been learnt. • Begin to divide words into syllables to read. • Identify predictable and repeated phrases in reading and role-play. • Read sentences taking account of simple punctuation e.g. full stops. • Retrieve basic information about a character using pictures and simple language. • Recall basic features of stories. • Check that the text makes sense as they read e.g. self- correction. • Discuss word meanings, linking new meanings to those already known. **Transform for GDS** Add additional character description with adjectives. **Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)** • Join clauses by using the conjunction 'and'. • Make careful choices of adjectives.	Write simple instructions about something they know well including imperative verbs, precise language and commands. **Links to Writing Assessment Key Performance Indicators** • Write sentences to match pictures, or sequences of pictures, illustrating personal experience. • Write sentences sometimes demarcated accurately with full stops. • Write simple instructions in order with some imperative verbs. • Begin to separate words with spaces. • Begin to use capital letters for the beginning of sentences and for names. • Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible. • Spell correctly common exception words taught so far. • Makes phonetically plausible attempts to spell words that have not been learnt. • Form many lower-case letters in the correct direction, starting and finishing in the right place. **Links to Reading Assessment Key Performance Indicators** • Read yellow banded books with 90% accuracy without overt sounding out. • Automatic recognition of high frequency words taught so far. • Use phase 2, phase 3 and phase 4 phonic knowledge to read words in ways which match their spoken sounds. • Makes phonetically plausible attempts to read words that have not been learnt. • Begin to divide words into syllables to read. • Identify predictable and repeated phrases in reading and role-play. • Read sentences taking account of simple punctuation e.g. full stops. • Check that the text makes sense as they read e.g. self- correction. • Discuss word meanings, linking new meanings to those already known. • Read and follow simple instructions in order. **Transform for GDS** Expand by including more instructional features e.g. a list of equipment, numbered lists, bullet points. **Links to Writing Assessment Key Performance Indicators On-track for Greater Depth (GDS)** • Independently structure writing by ordering sequence of events with use of words like first, next, after, when.

Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS) • Read blue banded books with 90% accuracy. • Recall key events using words like first, next, after, when. • Read sentences using awareness of punctuation such as question marks and exclamation marks. • Make simple connections between texts e.g. “This is like a traditional tale because there’s an evil witch/a bad wolf”. • Read common words with contractions and show some awareness of the use of the apostrophe to represent letters. • Read most multi-syllable words containing taught GPCs at Phase 4. • Show some inference at a basic level. • Make suggestions about what will happen next in the story based on what has happened so far.	• Join clauses by using the conjunction ‘and’. • Make careful choices of adjectives. • Distinguish between a statement and a command. • Expand by including more instructional features e.g. numbered points. **Links to Reading Assessment Key Performance Indicators On-track for Greater Depth (GDS)** • Read blue banded books with 90% accuracy. • Recall key events using words like first, next, after, when. • Read sentences using awareness of punctuation such as question marks and exclamation marks. • Read common words with contractions and show some awareness of the use of the apostrophe to represent letters. • Read most multi-syllable words containing taught GPCs at Phase 4. • Show some inference at a basic level.

English Lesson Focus						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
TFW-Stick Man Hook-Leaves and twigs in the classroom and e mail from Stick Man. Imitation-Learn a version of the story-no more than 250 words. Whole Class Story Board. Grammar, Story and new vocabulary components. Drama activities.	TFW-Stick Man Innovation-Change character Co-constructing group toolkits. Adjectives work. Whole Class Story Board then innovation on post its on the story board. Create own story board with their own character. Focus on three sentences through dictation e.g. leaf man.	TFW-Own Story Independent Application Create own story board with their own character. Focus on three sentences for beginning, middle and end as independent application of capital letters, common exception words, finger spaces and full stops. CP Link to Story Sticks Editing-how to improve their writing.	TFW-Instructions of how to make a Stick man Hook-Make their own stick man. Look at instructions and how they are set out. Imitation-Learn a set of instructions-no more than 250 words. Drama and Oracy activities.	TFW-Instructions-Innovation-How to make a Leaf man. Whole Class Box It Up. Write instructions of how to make a Leaf Man. Editing the instructions.	TFW-Independent Application-Instructions on how to make a jam sandwich. Box it up and write innovated instructions for a sandwich using photographs to order. Extend for GDS to include list of equipment and numbered lists.	Christmas Writing-Letters to Santa
Reading PM Lesson Focus						
Fiction-The Smartest Giant in Town by Julia Donaldson Describe the main events stories. Re-tell stories and	Fiction-Stanley’s Stick by John Hegley Retrieve basic information about a character using pictures and simple	Poetry-This is not a Stick! Link to Not a Stick by Antoinette Portis Join in with class rhymes and poems, predicting words from	Non-Fiction-Instructions-How to How to make a Leaf Man (Pre Teach link) Read and note basic features of simple instructional texts e.g.	Non-Fiction-Autumn Time Make simple notes on a text, e.g. underlining key words or phrases, adding labels and captions to pictures.	Fiction-Paper Dolls by Julia Donaldson Re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets.	Poetry-Jingle Bells Identify and appreciate rhyme and alliteration in poetry.

rhymes with predictable and repeating patterns, improvising on patterns orally by substituting words and phrases, extending patterns, inventing patterns and playing with rhyme.	language.	the rhyming pattern.	recipes.			